

**SPRING 2009**

# *Guide to Test Interpretation*

## Arizona's

*Instrument to Measure Standards  
Dual Purpose Assessment*

Mc  
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**AIMS DPA**



2700025-W

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# Explanation of Examinations and Scoring

This *Guide to Test Interpretation* provides an overview of reporting for Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA). It is intended to help educators apply test report data to the needs of individual students and the district as a whole.

## The Purpose of Testing

One of the principal purposes of a school testing program is to provide teachers with information to help students learn. Testing, or assessment, plays a vital role in today's education environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Assessment results are used to help improve teaching and learning and to evaluate programs and schools. Assessment is also used to generate the data upon which policy decisions are made. Because of the important functions it performs, educational assessment is a fundamental activity in every school, district, and state. It is a vital complement to innovation, higher standards, and educational excellence.

AIMS DPA is the result of many years of intense effort and collaboration among teachers, administrators, and the Arizona Department of Education.

AIMS DPA is used to test Arizona students in Grades 3 through 8. This assessment measures the student's level of proficiency in Writing, Reading, and Mathematics and provides each student's national percentile rankings in Reading/Language and Mathematics. In addition, Arizona students in Grades 4 and 8 are given a Science assessment.

AIMS DPA combines 20 to 30 Norm Referenced Test (NRT) items with AIMS standards-based items into one test form. AIMS DPA provides separate NRT and AIMS scores, while reducing the total number of items by approximately 40 percent.

## How Results Are Measured

Students are tested on the Writing, Reading, Mathematics, and Science Standards. Each standard uses the format of levels—Strands, Concepts, and Performance Objectives. The Strands are identified subsets of a content area with Concepts attached to each Strand, and Performance Objectives attached to each Concept. Concepts are **broad statements** of what students should know and be able to accomplish. For example, in the Reading content area, one Concept is to employ strategies to comprehend text. Performance Objectives are specific **measurable statements** beginning with an action verb to identify what students should know and what skills they should be able to accomplish. For example, in the Mathematics content area, one Performance Objective is to solve problems involving perimeter of convex polygons.

These academic standards were developed by Arizona teachers for Arizona students. Further information about Writing, Reading, Mathematics, and Science Standards; AIMS DPA testing; and assessment reports is available on the Arizona Department of Education Web site at <http://www.azed.gov/standards>.

# Components of AIMS DPA

The following content areas are covered in AIMS DPA:

## Writing

Basic and higher-order skills essential for effective written communication are combined in this test. These skills include writing compositions, using conventions of Standard English (spelling, grammar, capitalization, and punctuation), and revising writing to improve expression. AIMS DPA Writing evaluates specific aspects of writing skills through the use of one extended-response writing prompt.

## Reading

As students read fiction and nonfiction passages, interviews, editorials, and articles as part of AIMS DPA Reading, they answer questions assessing skills such as reading comprehension, identification of support for main ideas, application of multi-step directions, ability to make and support assertions, and analysis and evaluation of themes. Multiple-choice questions target specific skills.

## Mathematics

Real-world topics engage students' interest, provide context, and encourage confidence in their ability to do mathematics. Procedures such as estimation and mental computation are interwoven throughout AIMS DPA Mathematics. Reading and interpreting graphs as well as the principles of geometry and measurement are also assessed.

## Science

AIMS DPA Science is designed to assess each student's ability to apply the processes of scientific inquiry to real-world scientific investigations. Students also answer questions that test their understanding and application of science content knowledge. Other questions evaluate students' understanding of the history and nature of science, the relationship between science and technology, and the impact of science and technology on humans and the environment.

\* \* \*

AIMS DPA Reading, Mathematics, and Science contain multiple-choice questions with four possible answer choices. These answers are machine-scored. AIMS DPA Writing contains an extended-response writing prompt, which allows students to demonstrate their skills in more complex levels of thinking, and is scored by a professional staff experienced in providing reliable and consistent hand scoring.

## Using Results

AIMS DPA results and reports provide useful information for determining the performance of students in your school and classroom. This guide will also help you prepare for questions from parents, students, and other members of the educational community regarding AIMS DPA results.

Each report is designed to present clearly the information most useful to you, to parents or guardians, and to students. The tables on this page and on page 4 show the reports and the quantities of each a school or district will receive.

### AIMS DPA Report Information

#### AIMS DPA School and District Packages

*Each Package listed below is sent for Writing/Reading, Mathematics, and Science.*

#### School Summary Packages

##### *Package 1*

Report	No. Copies
Summary Concept Performance Report—School	1
Demographic Report—School*	1
NRT Summary Report—School*	1
Confidential Roster Report Detail with Roster Report Summary—School	1
Confidential Roster Report Detail with Roster Report Summary—Group	2
Confidential Concept Performance Report—School	1
Confidential Concept Performance Report—Group	1

*\*not available for Science*

##### *Package 2*

Report	No. Copies
Summary Report—School	1

## School Student Packages

### *Package 1*

Report	No. Copies
Student Report—School	1
Student Longitudinal Report—School*	1

*\* not available for Science*

### *Package 2*

Report	No. Copies
Student Report—School	1
Student Longitudinal Report—School*	1

*\* not available for Science*

## District Packages

### *Package 1*

Report	No. Copies
Summary Concept Performance Report—District	2
Summary Concept Performance Report—School	2
Demographic Report—District*	2
Demographic Report—School*	1
NRT Summary—District*	2
NRT Summary—School*	1
Confidential Roster Report Detail with Roster Report Summary—School	1

*\* not available for Science*

### *Package 2*

Report	No. Copies
Summary Report—District	2
Summary Report—School	1
Student Data File—Group	1 on CD



## Sample Reports

### Information Included on All Reports

- A** The name of the test assessment series appears here for easy identification.
- B** The name of the report is presented here. In this example, it is the Demographic Report.
- C** This area of the report is reserved for the name of the individual or group taking the assessment.
- D** The grade level of the individual or group is always included on the report. Each report contains results for one grade level.
- E** The purpose of the test is stated here. The wording in this section is different in the Science reports than in the Writing, Reading, and Mathematics reports.

The lower part of the left panel of each report provides more specific information about the test and the student or group, and may include the following:

- F** The test date.
- G** The District-School Number and the name of the School, District, and County as appropriate to the level being reported.

*Although the individual Sample Reports featured in this document may reflect the results from a single AIMS DPA content area, similar reports are generated for Writing, Reading, Mathematics, and Science. (The Demographic Report, the Student Longitudinal Report, and the NRT Summary Report are not available for Science.)*

<b>Arizona's</b>	
<b>Instrument to Measure</b>	
<b>Standards</b>	
<i>Dual Purpose Assessment</i>	
<b>Demographic Report</b>	
District: ANYDISTRICT	
Grade: 4	
<b>Purpose</b>	
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.	
Test Date: 03/30/09	
Dist//: XXXXX County: MARICOPA	
Page 1	

# Confidential Roster Report Detail with Roster Report Summary (Confidential Roster Report Detail)

B		C			
Student	Score	Reading	Writing	Mathematics	
ALLENSEN, SALLY DOB: 03/21/95 SAIS#: 01234567 Female	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Meets R: XX L: XX	XXX *IL	XXX Exceeds XX	
BAITS, JOHN M DOB: 03/23/95 SAIS#: 98765432 Male	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Falls Far Below R: XX L: XX	XXX *NE	XXX Meets XX	
BROOK, TIMMY DOB: 03/25/95 SAIS#: 87654321 Male	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Approaches R: XX L: XX	XXX Approaches	*	
BURTON, AMY DOB: 03/27/95 SAIS#: 76543210 Female	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Meets R: XX L: XX	XXX Falls Far Below	XXX Meets XX	
ELMS, BOBBY L DOB: 03/28/95 SAIS#: 65432109 Male	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Exceeds R: XX L: XX	XXX Meets	XXX Falls Far Below XX	
FRONT, PAM DOB: 03/31/95 SAIS#: 5432109 Female	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Meets R: XX L: XX	XXX Approaches	XXX Exceeds XX	
GRANT, PAME W DOB: 04/01/95 SAIS#: 56567878 Male	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Approaches R: XX L: XX	XXX *OT	XXX Meets XX	
HOWARDSON, DEBRA A DOB: 04/03/95 SAIS#: 45457878 Female	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Exceeds R: XX L: XX	XXX Meets	XXX Meets XX	
LEACH, KORI C DOB: 04/05/95 SAIS#: 32326565 Female	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Approaches R: XX L: XX	XXX Meets	XXX Approaches XX	
MCKENNEY, JEAN DOB: 07/05/95 SAIS#: 78784545 Female	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Approaches R: XX L: XX	XXX Meets	XXX Falls Far Below XX	
NORTH, DICK DOB: 05/30/95 SAIS#: 88886565 Male	AIMS Scale Score AIMS Perf. Level TerraNova NP	XXX Exceeds R: XX L: XX	**	XXX Exceeds XX	

TerraNova NP: TerraNova National Percentile. R = Reading, L = Language  
 \*NE: This student did not have a valid attempt.  
 \*OT: This student's test was off-topic.  
 \*IL: This student's writing was non-English.  
 \*\* This student's writing was illegible.

CTBID: 04210M012265001-03-00001

Page 1

Arizona's  
Instrument to Measure  
Standards  
Dual Purpose Assessment

Confidential Roster  
Report Detail

Group: ANYCLASS

Grade: 8

A

**Purpose**  
 The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

D

Test Date: 03/30/08

Dist-Sch#: XXXXX-XXXXX  
 School: ANYSCHOOL  
 District: ANYDISTRICT  
 County: MARICOPA

## Highlights of the Confidential Roster Report Detail

- A** Identifies the group and grade. This report is generated at the group and school levels—the sample shown on the previous page is for the group.
- B** Lists students alphabetically within the group for the grade tested.
- C** Provides each student's AIMS Scale Score, AIMS Performance Level, and *TerraNova* National Percentile for the Reading/Language and Mathematics content areas.
- D** Indicates the test date and identifies the District-School Number, School, District, and County.

# Confidential Roster Report Detail with Roster Report Summary (Roster Report Summary)

Performance Levels	Science
<b>4</b> Exceeds <div> <div></div> <div>4%</div> <div>XX Students</div> </div>	<b>B</b>
<b>3</b> Meets <div> <div></div> <div>38%</div> <div>XX Students</div> </div>	<b>C</b>
<b>2</b> Approaches <div> <div></div> <div>27%</div> <div>XX Students</div> </div>	
<b>1</b> Falls Far Below <div> <div></div> <div>31%</div> <div>XX Students</div> </div>	
<b>Students with Valid Results</b> <b>Mean Scale Score</b>	<b>D</b> XX <b>E</b> XXX.X

Students with no valid attempt or an invalidation are not included in the students with valid results and are not included in the summaries.

**Arizona's**  
**Instrument to Measure**  
**Standards**

**Roster Report**  
**Summary**

Group: ANYCLASS  
 Grade: 8

**A**

**Purpose**  
 The AIMS Science is administered to determine a student's degree of competency in the Arizona Academic Standards for science. AIMS Science meets federal assessment requirements. The data derived from all AIMS testing is used to guide instruction and to measure school performance.

Test Date: 04/03/09

**F**  
 District: 3000001-30000X  
 School: ANYSCHOOL  
 District: ANYDISTRICT  
 County: MARICOPA

Page 1

CTBID: 04210M012258002-03-00001

## Highlights of the Roster Report Summary

- A** Identifies the group and grade. This report is generated at the group and school levels—the sample shown on the previous page is for the group.
- B** Identifies the four performance levels (“Exceeds,” “Meets,” “Approaches,” and “Falls Far Below”), showing “Exceeds” and “Meets” as passing.
- C** Provides and visually depicts the percentage and number of students in the four performance levels within the Science content area.
- D** Indicates the number of students with valid results for the Science content area.
- E** Indicates the mean scale score for the Science content area.
- F** Indicates the test date and identifies the District-School Number, School, District, and County.

# Demographic Report

## Arizona's Instrument to Measure Standards Dual Purpose Assessment

### Demographic Report

District: ANYDISTRICT **A**  
Grade: 4

**Purpose**  
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Test Date: 03-30-08  
District: XXXXX  
County: MARICOPA **H**

Reading			Number (N) and Percent (%) of Student Scores												
	Number of Documents Scored	Students with Valid Results	Performance Level Categories					E		Grouped Performance Levels					
			Exceeds %	N	Meets %	Approaches %	Falls Far Below %	N	Pass (Exceeds + Meets) %	N	Mean Scale Score				
ANYDISTRICT	XXXXX	XXXXX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XX	XXXXX	XXXXX	XXXXX
Ethnic Background	<b>C</b>	<b>D</b>										<b>F</b>		<b>G</b>	
White (Not Hispanic)	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Black or African American	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Hispanic or Latino	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
American Indian or Alaskan Native	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Asian or Pacific Islander	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Gender															
Male	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Female	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Special Program Membership															
Title I	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
English Language Learner	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
504 Accommodation	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Migrant Education	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Special Education	XXX	***													
Gifted Education	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Start School Year at This School															
Yes	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
No	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Number of Years in the School															
Less than 1 Year	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
1 Year	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
2 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
3 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
4 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
5 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
6 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
More than 6 Years	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Start School Year at This District															
Yes	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
No	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Braille	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Large Print	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Level of English Proficiency															
English Language Learner	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX
Fluent English Proficient	XXX	XXX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XX	XXX	XXX	XXX

Students with no valid attempt or an invalidation are not included in the students with valid results and are not included in the summaries.  
\*\*\* This group has no valid scores.

## Highlights of the Demographic Report

- A** Identifies the district and grade. This report is generated at the school, district, and county levels—the sample shown on the previous page is for the district.
- B** Shows the demographic categories.
- C** Indicates the number of documents scored in the district as a whole and in each demographic category.
- D** Indicates the number of students with valid results in the district as a whole and in each demographic category. The number of Students with Valid Results (D) differs from the Number of Documents Scored (C) in that students with no valid attempt or an invalidation are not included in the number of students with valid results and are not included in the report summaries.
- E** Provides the number and percentage of student scores within each performance level for the district as a whole and for each demographic category.
- F** Provides the number and percentage of students with passing scores for the district as a whole and for each demographic category.
- G** Indicates the mean scale score for the district as a whole and for each demographic category.
- H** Indicates the test date and identifies the District-School Number and the County.



# Student Report for Writing, Reading, and Mathematics (front)

## Arizona's Instrument to Measure Standards Dual Purpose Assessment

### Student Report

SARA ARMSTRONG

Grade: 5

**Purpose**  
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

**Birthdate:** 05/23/68  
**SAUSE:** 01234567

**Test Date:** 03/30/08

**District:** XXXXXX-XXXXX  
**School:** ANYSCHOOL  
**District:** ANYDISTRICT  
**County:** MARICOPA

### AIMS Standards Based Results

Performance Levels	Reading	Writing	Mathematics
4 Exceeds	C	D	E
3 Meets	XXX	Score Range XXX-XXX	Score Range XXX-XXX
2 Approaches	Score Range XXX-XXX	Score Range XXX-XXX	Score Range XXX-XXX
1 Falls Far Below	Score Range XXX-XXX	Score Range XXX-XXX	Score Range XXX-XXX

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at the higher levels, but not enough to have reached that level of performance. More detailed performance level descriptors can be found at [www.azed.gov](http://www.azed.gov).

### TerraNova Norm-Referenced Results

The TerraNova national percentile (NP) and national stanine (NS) scores are based on a group of items administered as part of Arizona's Instrument to Measure Standards - Dual Purpose Assessment.

The NP score indicates how your student performed in comparison to the national norm group. Average national percentile scores are from 25 - 75. The national stanine is a scale that divides the norm population into 9 groups (1 - 9). Stanines 4, 5, and 6 are considered average.

Score	Reading	Language	Mathematics
National Percentile	XX	XX	XX
National Stanine	X	X	X

### AIMS Strand/Concept Results

Strand/Concept Title	Points Possible	Points Earned	Percent Correct
<b>Reading</b>			
Str 1: Reading Process	XX	XX	XX.X
Con 4: Vocabulary	XX	XX	XX.X
Str 2: Comprehension Strategies	XX	XX	XX.X
Con 6: Comprehending Literary Text	XX	XX	XX.X
Str 3: Elements of Literature	XX	XX	XX.X
Con 1: Comprehending Informational Text	XX	XX	XX.X
Str 4: Expository Text	XX	XX	XX.X
Con 2: Functional Text	XX	XX	XX.X
Str 5: Persuasive Text	XX	XX	XX.X
Con 3: Persuasive Text	XX	XX	XX.X
<b>Writing</b>			
Trait 1: Ideas and Content	X	X	X
Trait 2: Organization	X	X	X
Trait 3: Voice	X	X	X
Trait 4: Word Choice	X	X	X
Trait 5: Sentence Fluency	X	X	X
Trait 6: Conventions	X	X	X
<b>Mathematics</b>			
Str 1: Number Sense & Operations	XX	XX	XX.X
Con 1: Number Sense	XX	XX	XX.X
Str 2: Numerical Operations	XX	XX	XX.X
Con 2: Numerical Operations	XX	XX	XX.X
Str 3: Estimation	XX	XX	XX.X
Con 3: Estimation	XX	XX	XX.X
Str 4: Data Analy, Prob & Discrete Math	XX	XX	XX.X
Con 1: Data Analysis (Statistics)	XX	XX	XX.X
Str 5: Probability	XX	XX	XX.X
Con 2: Probability	XX	XX	XX.X
Str 6: Discrete Mathematics	XX	XX	XX.X
Con 3: Patterns, Algebra & Functions	XX	XX	XX.X
Str 7: Patterns, Functions & Relationships	XX	XX	XX.X
Con 1/2: Patterns, Functions & Relationships	XX	XX	XX.X
Str 8: Algebraic Representations/Change	XX	XX	XX.X
Con 3/4: Algebraic Representations/Change	XX	XX	XX.X
Str 9: Geometry & Measurement	XX	XX	XX.X
Con 1/2: Properties & Transformations	XX	XX	XX.X
Str 10: Coordinate Geometry/Measurement	XX	XX	XX.X
Con 3/4: Coordinate Geometry/Measurement	XX	XX	XX.X
Str 11: Structure & Logic	XX	XX	XX.X
Con 5: Structure & Logic	XX	XX	XX.X
Str 12: Algorithms, Logic & Reasoning	XX	XX	XX.X
Con 1/2: Algorithms, Logic & Reasoning	XX	XX	XX.X

CTBID: 04210M01285001-03-00001



## Highlights of the Student Report for Writing, Reading, and Mathematics (front)

- A** Identifies the student and the student's grade.
- B** Identifies the four performance levels ("Exceeds," "Meets," "Approaches," and "Falls Far Below"), showing "Exceeds" and "Meets" as passing.
- C** Provides and illustrates with a bar graph the student's performance level within the performance level range in the Reading content area.
- D** Provides and illustrates with a bar graph the student's performance level within the performance level range in the Writing content area.
- E** Provides and illustrates with a bar graph the student's performance level within the performance level range in the Mathematics content area.
- F** Identifies the strands and concepts in the Reading content area.
- G** Identifies the six traits of effective writing in the Writing content area.
- H** Identifies the strands and concepts in the Mathematics content area.
- I** Indicates the points possible, points earned, and percent correct for each of the strands and concepts within the Reading and Mathematics content areas, and indicates the points possible and points earned for each of the traits within the Writing content area.
- J** Provides the student's national percentile and national stanine scores in the Reading, Language, and Mathematics content areas.
- K** Identifies the student's birth date and the Student Accountability Information System (SAIS) Number.
- L** Indicates the test date and identifies the District-School Number, School, District, and County.

# Student Report for Science (front)

## Arizona's Instrument to Measure Standards

### Student Report

MARIA RODRIGUEZ

Grade: 4

Simulated Data

**Purpose**  
The AIMS Science is administered to determine a student's degree of competency in the Arizona Academic Standards for science. AIMS Science meets federal assessment requirements. The data derived from all AIMS testing is used to guide instruction and to measure school performance.



Birthdate: 08/23/99  
SAIS#: 12345678

Test Date: 04/03/09

Dist-Sch#: XXXXX-XXXX  
School: ANYSCHOOL  
District: ANYDISTRICT  
County: MARICOPA

Dear Parents/Guardians:

This Student Report shows your student's results for the AIMS Science Assessment. Results for the other content areas of AIMS are included in a separate Student Report.

Assessment results allow teachers to target specific concepts, ensuring that students learn more. The individual scores shown below indicate your student's knowledge and mastery of the Arizona Standards in the content area of science as demonstrated on the AIMS Science Assessment. Detailed information about a student's performance on each concept and strand tested is found under the Strand/Concepts Results.

Brief descriptions of the performance levels (Falls Far Below, Approaches, Meets, and Exceeds) can be found on the back of this report. Additional information about the Arizona Academic Standards and more detailed performance level descriptors can be found on the Arizona Department of Education website at [www.azed.gov](http://www.azed.gov).

Sincerely,

*Tom Horne*

Tom Horne  
Superintendent of Public Instruction

#### AIMS Standards Based Results

Performance Levels	Science
<b>4</b> Exceeds	<b>C</b> Score Range XXX-XXX
<b>3</b> Meets	<b>XXX</b> Score Range XXX-XXX
<b>2</b> Approaches	<b>Score Range XXX-XXX</b>
<b>1</b> Falls Far Below	<b>Score Range XXX-XXX</b>

#### AIMS Strand/Concept Results

Strand/Concept Title	Points Possible	Points Earned	Percent Correct
<b>Science</b>	18	XX	XXX
Str 1: Inquiry Process	6	XX	XXX
Con 1: Observations, Questions, Hypotheses	6	XX	XXX
Con 2: Scientific Testing	6	XX	XXX
Con 3: Analysis & Conclusions	6	XX	XXX
Str 2: History & Nature of Science	6	XX	XXX
Con 1/2: History & Nature of Science	6	XX	XXX
Str 3: Sci in Personal & Social Perspectives	6	XX	XXX
Con 1/2: Changes in Envir/Sci & Tech in Soc	6	XX	XXX
Str 4: Life Science	6	XX	XXX
Con 1/3/4: Organisms/Environ/Adaptation	6	XX	XXX
Str 5: Physical Science	6	XX	XXX
Con 3: Energy & Magnetism	6	XX	XXX
Str 6: Earth & Space Science	12	XX	XXX
Con 2: Earth's Processes & Systems	6	XX	XXX
Con 3: Changes in the Earth & Sky	6	XX	XXX

The performance level indicates your student can consistently perform what is described for that level and the levels below. Your student may also be capable of performing some of the competencies described at

the higher levels, but not enough to have reached that level of performance. More detailed performance level descriptors can be found at [www.azed.gov](http://www.azed.gov).

CTRID: 04210M01258002-03-00001

## Highlights of the Student Report for Science (front)

- A** Identifies the student and the student's grade.
- B** Identifies the four performance levels ("Exceeds," "Meets," "Approaches," and "Falls Far Below"), showing "Exceeds" and "Meets" as passing.
- C** Provides and illustrates with a bar graph the student's performance level within the performance level range in the Science content area.
- D** Identifies the strands and concepts in the Science content area.
- E** Indicates the points possible, points earned, and percent correct for each of the strands and concepts within the Science content area.
- F** Identifies the student's birth date and the Student Accountability Information System (SAIS) Number.
- G** Indicates the test date and identifies the District-School Number, School, District, and County.

# Student Report for Writing, Reading, and Mathematics (back)

**A**

## Arizona Performance Level Descriptors - Grade 5

Performance Levels	Reading	Writing	Mathematics
<b>4</b> <b>Exceeds</b>	Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate strong analytical and inferential skills in comprehending more challenging text. They are able to evaluate author's effectiveness, differentiate fact from opinion, and draw defensible conclusions based upon evidence from the text.	Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate the ability to identify and apply good written communications by writing an exceptionally clear, focused, and interesting piece, using precise and varied words, engaging the audience and communicating a strong sense of purpose, and making few errors in conventions.	Students who score in this level demonstrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who perform at this level demonstrate a wealth of knowledge, skills, and abilities in fulfillment of the math standard. They can divide decimals, simplify fractions, add and subtract proper fractions, mixed numbers and decimals, identify attributes of circles, and distinguish between congruent and similar figures.
<b>3</b> <b>Meets</b>	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading standard. Students who perform at this level are able to effectively apply reading strategies to comprehend text. They will be able to identify themes, analyze implied ideas and concepts, and interpret figurative language. Recognition of author's use of persuasive language and techniques also characterizes this level.	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the writing standard. Students who perform at this level are able to identify elements of good communication and apply basic rules of conventions. They can express a clear main idea, organize with a beginning, middle, and end, sequence logically with effective transitions, utilize a variety of descriptive words, and demonstrate consistent control of writing mechanics.	Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the math standard. Students who perform at this level are able to solve multi-step word problems, evaluate simple algebraic expressions with one variable, and determine equivalency among fractions, decimals, and percents in contextual situations. They can recognize congruent angles, classify triangles, and apply formulas to find area and perimeter.
<b>2</b> <b>Approaches</b>	Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show a basic understanding of text, fiction, and non-fiction. They can identify genre, setting, main characters, and the author's purpose. Students are able to recall specific information and draw conclusions from simple texts. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.	Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show the ability to use some of the basic elements of written communication by demonstrating limited awareness of writing purpose, attempting to organize and sequence, constructing simple sentences with words relevant to the topic, and showing a basic understanding of grammar and usage. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.	Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who perform at this level show some understanding of the math standard's concepts and procedures by identifying factors of positive whole numbers, solving one-step equations with one variable, extending and completing patterns, identifying regular polygons, and locate points on coordinate grids. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a satisfactory level of understanding.
<b>1</b> <b>Falls Far Below</b>	Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.	Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's writing standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.	Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's math standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

## Highlights of the Student Report for Writing, Reading, and Mathematics (back)

**A** Defines performance levels.

## Student Longitudinal Report (front)

### Arizona's Instrument to Measure Standards

#### Dual Purpose Assessment

### Student Longitudinal Report

ADAM SMITH

Grade: 7

#### Purpose

The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.



Birthdate: 02/25/96  
SAISE: 12345678

Test Date: 03/30/09

Dist-Sch#: XXXXX-XXXXX  
School: ANYSCHOOL  
District: ANYDISTRICT  
County: MARICOPA

### State of Arizona

Dear Parents/Guardians:

**B**

Testing and assessment play a critical role in today's education environment. To meet federal and state guidelines for school accountability, the state of Arizona assesses students enrolled in public schools each year. Arizona students in Grades 3 through 8 are tested using Arizona's Instrument to Measure Standards - Dual Purpose Assessment (AIMS DPA).

Assessment results allow teachers to target specific concepts, ensuring that students learn more. AIMS scores indicate your student's knowledge and mastery of the Arizona Standards in each of the three content areas. The AIMS DPA also assesses students using items from the *TerraNova*, a norm-referenced assessment. The Student Report provides your student's national percentile ranking and stanine score in the areas of reading, language, and mathematics.

Detailed information about your student's performance on each concept tested within a specific content area on the AIMS is found under the Strand/Concept Results. The concept results indicate a student's possible strengths and weaknesses in each content area. Not all performance objectives within a content area are tested every year.

If you have questions or concerns about your student's performance on the AIMS DPA, please contact your child's school. Additional information about the Arizona Academic Standards and performance level indicators can be found on the Arizona Department of Education website at [www.azed.gov](http://www.azed.gov).

Sincerely,

*Tom Horne*

Tom Horne  
Superintendent of Public Instruction

CTBID: 04210M012285001-03-00001



## Highlights of the Student Longitudinal Report (front)

- A** Identifies the student and the student's grade.
- B** Features a letter to parents/guardians.
- C** Identifies the student's birth date and the Student Accountability Information System (SAIS) Number.
- D** Indicates the test date and identifies the District-School Number, School, District, and County.

# Student Longitudinal Report (back)

## Arizona's

Instrument to Measure  
Standards

Dual Purpose Assessment

## Student Longitudinal Report

ADAM SMITH

Grade: 7

### Purpose

The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

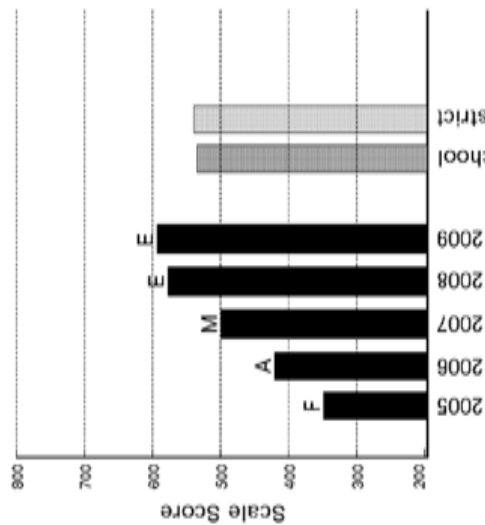
Birthdate: 02-25-96  
SAUS#: 12345678

Test Date: 03-30-09

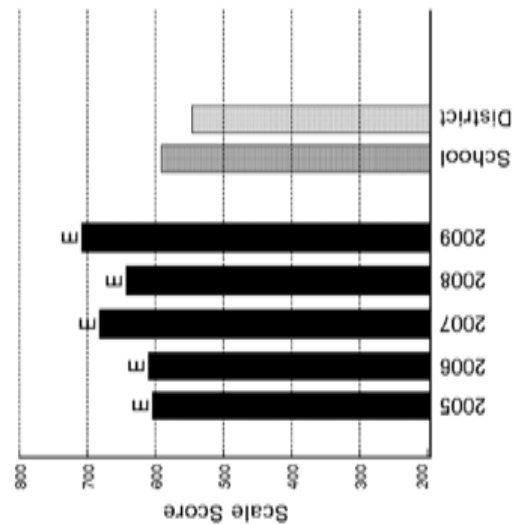
Dist-Sch#: XXXXX-XXXXX  
School: ANYSCHOOL  
District: ANYDISTRICT  
County: MARICOPA



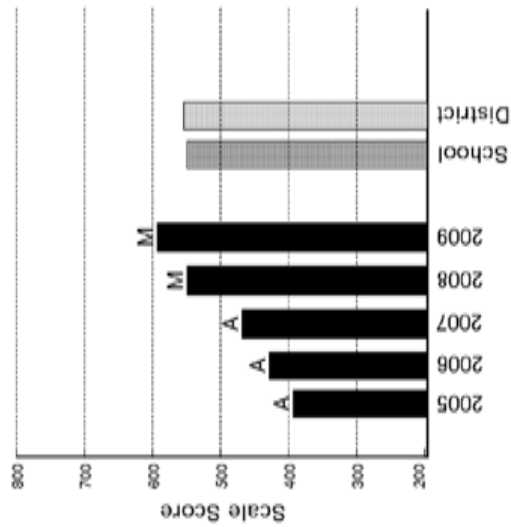
## Reading



## Mathematics



## Writing



### Legend

- Student's Scale Score
- School Mean Scale Score for Current Year
- District Mean Scale Score for Current Year

### Performance Level Categories

F = Falls Far Below

A = Approaches

M = Meets

E = Exceeds

Past performance information has been provided by the Arizona Department of Education.

CTBID: 04210M012265001-03-00001



## Highlights of the Student Longitudinal Report (back)

- A** Identifies the student and the student's grade.
- B** Provides and illustrates with a bar graph a comparison of the student's scale scores and performance levels for 2005, 2006, 2007, 2008, and 2009; and provides the school mean scale score and the district mean scale score within the Reading content area for the current school year.
- C** Provides and illustrates with a bar graph a comparison of the student's scale scores and performance levels for 2005, 2006, 2007, 2008, and 2009; and provides the school mean scale score and the district mean scale score within the Writing content area for the current school year.
- D** Provides and illustrates with a bar graph a comparison of the student's scale scores and performance levels for 2005, 2006, 2007, 2008, and 2009; and provides the school mean scale score and the district mean scale score within the Mathematics content area for the current school year.
- E** Identifies the student's birth date and the Student Accountability Information System (SAIS) Number.
- F** Indicates the test date and identifies the District-School Number, School, District, and County.



## Highlights of the Summary Report

- A** Identifies the district and grade. This report is generated at the school, district, and county levels—the sample shown on the previous page is for the district.
- B** Identifies the state, county, and district, as well as the schools that participated in the assessment.
- C** Indicates the number of documents scored by state, county, district, and school.
- D** Indicates the number of students with valid results by state, county, district, and school. The number of Students with Valid Results (D) differs from the Number of Documents Scored (C) in that students with no valid attempt or an invalidation are not included in the number of students with valid results and are not included in the report summaries.
- E** Provides the number and percentage of student scores in the four performance levels by state, county, district, and school; and indicates the mean scale score for the state, county, district, and school.
- F** Provides the Norm-Referenced scores, showing the mean Normal Curve Equivalent (NCE) and the median National Percentile (NP) for *TerraNova* Language. These columns will be blank in the Summary Report for Science.
- G** Indicates the test date and identifies the District-School Number and County.

# NRT Summary

## Arizona's Instrument to Measure Standards Dual Purpose Assessment

### NRT Summary

School: ANYSCHOOL

Grade: 4

**A**

**Purpose**  
The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.

Number of Students: XXX

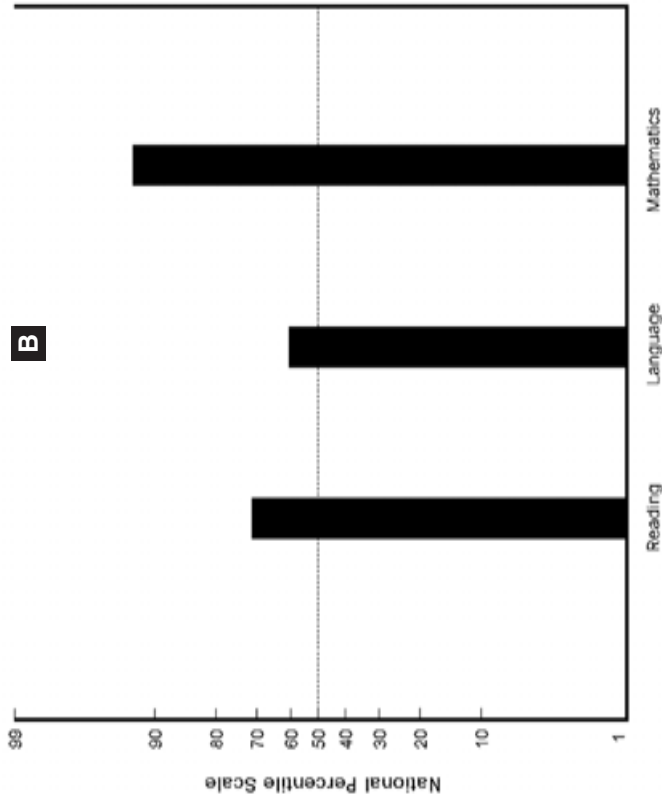
Test Date: 03/30/08

District: XXXXX-XXXXX  
District: ANYDISTRICT  
County: MARICOPA

**D**

Page 1

## Performance by Content Area National Percentile Scale



The height of each bar shows the median National Percentile (NP) score for your group. The National Percentile Scale is shown on the left. If the graph shows a median NP of 51.0 in Reading, this means that your group median is equal to or above 51.0 percent of the students nationwide.

**C**

Students with Valid Results	XXX	XXX	XXX
Median National Percentile	XX.X	XX.X	XX.X

Students with no valid attempt or an invalidation are not included in the students with valid results and are not included in the summaries.

CTBID: 04210M012265001-03-00001

## Highlights of the NRT Summary Report

- A** Identifies the school and grade. This report is generated at the school, district, county, and state levels—the sample shown on the previous page is for the school.
- B** Provides and illustrates with a bar graph the median National Percentile (NP) scores for the school by content areas of Reading, Language, and Mathematics.
- C** Indicates the number of students with valid results and the median National Percentile (NP) for the content areas of Reading, Language, and Mathematics.
- D** Indicates the number of documents scored and the test date, and identifies the District-School Number, District, and County. The number of documents scored as referenced here differs from the number of Students with Valid Results (C) in that students with no valid attempt or an invalidation are not included in the number of students with valid results and are not included in the report summaries.

# Confidential Concept Performance Report

<b>Arizona's</b> <b>Instrument to Measure</b> <b>Standards</b> <b>Dual Purpose Assessment</b> <b>Confidential Concept</b> <b>Performance Report</b>									
School: ANYSCHOOL Grade: 8									
<b>Purpose</b> The AIMS-DPA is administered to students in third through eighth grade to determine their knowledge and understanding of the AIMS Academic Standards in reading, writing, and mathematics. The AIMS-DPA also compares a student's performance nationally. The data derived from the AIMS-DPA is used to guide instruction and measure school performance.									
The mean points for the group excludes students with no valid attempt or an invalidation for the content area.									
<b>Strand/Concept</b>									
<b>Reading</b>									
Str 1: Reading Process									
Con 4: Vocabulary									
Con 6: Comprehension Strategies									
Str 2: Comprehending Literary Text									
Con 1: Elements of Literature									
Con 2: Historical and Cultural Aspects									
Str 3: Comprehending Informational Text									
Con 1: Expository Text									
Con 2: Functional Text									
Con 3: Persuasive Text									
<b>Writing</b>									
Trait 1: Ideas and Content									
Trait 2: Organization									
Trait 3: Voice									
Trait 4: Word Choice									
Trait 5: Sentence Fluency									
Trait 6: Conventions									
<b>Mathematics</b>									
Str 1: Number Sense & Operations									
Con 1: Number Sense									
Con 2: Numerical Operations									
Con 3: Estimation									
Str 2: Data Analy, Prob & Discrete Math									
Con 1: Data Analysis (Statistics)									
Con 2: Probability									
Con 3/4: Discrete Mathematics									
Str 3: Patterns, Algebra & Functions									
Con 1: Patterns									
Con 2: Functions & Relationships									
Con 3/4: Algebraic Representations/Change									
Str 4: Geometry & Measurement									
Con 1/2: Properties & Transformations									
Con 3: Coordinate Geometry									
Con 4: Measurement									
Str 5: Structure & Logic									
Con 1/2: Algorithms, Logic & Reasoning									
<b>Student Points Earned</b>									
<b>Mean Points for the Group</b>									
<b>Number of Points Possible</b>									
<b>Strand/Concept</b>									
Reading									
Str 1: Reading Process									
Con 4: Vocabulary									
Con 6: Comprehension Strategies									
Str 2: Comprehending Literary Text									
Con 1: Elements of Literature									
Con 2: Historical and Cultural Aspects									
Str 3: Comprehending Informational Text									
Con 1: Expository Text									
Con 2: Functional Text									
Con 3: Persuasive Text									
Writing									
Trait 1: Ideas and Content									
Trait 2: Organization									
Trait 3: Voice									
Trait 4: Word Choice									
Trait 5: Sentence Fluency									
Trait 6: Conventions									
Mathematics									
Str 1: Number Sense & Operations									
Con 1: Number Sense									
Con 2: Numerical Operations									
Con 3: Estimation									
Str 2: Data Analy, Prob & Discrete Math									
Con 1: Data Analysis (Statistics)									
Con 2: Probability									
Con 3/4: Discrete Mathematics									
Str 3: Patterns, Algebra & Functions									
Con 1: Patterns									
Con 2: Functions & Relationships									
Con 3/4: Algebraic Representations/Change									
Str 4: Geometry & Measurement									
Con 1/2: Properties & Transformations									
Con 3: Coordinate Geometry									
Con 4: Measurement									
Str 5: Structure & Logic									
Con 1/2: Algorithms, Logic & Reasoning									
* This student did not have a valid attempt. ** This student's test was invalidated.									
*IL: This student's writing was illegible. *NE: This student's writing was non-English.									
*OT: This student's writing was off-topic.									
Page 1									

## Highlights of the Confidential Concept Performance Report

- A** Identifies the school and grade. This report is generated at the group and school levels—the sample shown on the previous page is for the school.
- B** Identifies the strands and concepts for the Reading content area.
- C** Identifies the six traits of effective writing for the Writing content area.
- D** Identifies the strands and concepts for the Mathematics content area.
- E** Indicates the number of points possible for each strand and concept within the Reading and Mathematics content areas and for each trait within the Writing content area.
- F** Indicates the mean points for the group for each strand and concept within the Reading and Mathematics content areas and for each trait within the Writing content area.
- G** Provides the points earned by individual students, listed alphabetically, for each strand and concept within the Reading and Mathematics content areas and for each trait within the Writing content area.
- H** Indicates the number of documents scored and the test date and identifies the District-School Number, District, and County.







## Highlights of the Summary Concept Performance Report

- A** Identifies the school and grade. This report is generated at the school, district, and county levels—the sample shown on the previous page is for the school.
- B** Identifies the strands and concepts for the Science content area.
- C** Indicates the number of points possible for each strand and concept within the Science content area.
- D** Indicates the mean points for the district for each strand and concept within the Science content area.
- E** Indicates the mean points for the school for each strand and concept within the Science content area.
- F** Indicates the mean points earned by the group, listing individual teachers alphabetically, for each strand and concept within the Science content area.
- G** Indicates the number of documents scored and the test date and identifies the District-School Number, District, and County.

# Glossary

## **Dual Purpose Assessment (DPA)**

An assessment that combines 20 to 30 Norm Referenced Test (NRT) items with AIMS standards-based items into one test form. The DPA provides separate NRT and AIMS scores, while reducing the total number of items by approximately 40 percent.

## **Forms**

Different versions of a test that measure the same standard.

## **Item**

One of the assessment units, usually a problem or a question, in a test.

## **Mean**

An average, calculated by adding the values of a set of scores and dividing by the number of scores in the set.

## **Multiple-Choice Item**

A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a Selected-Response Item.

## **National Percentile (NP)**

The percentage of students in a norm group whose scores fall at or below a given score.

## **National Stanine (NS)**

A scale that divides the scores of the norm population into nine groups (1–9). Stanines 4, 5, and 6 are considered average.

## **Norm Referenced Test (NRT)**

A standardized assessment that compares a student or a group of students with a specified reference group, usually other students of the same grade or age.

## **Normal Curve Equivalent (NCE)**

A norm-referenced score that contains the same information as percentiles but has the advantage of being based on an equal-interval scale. In other words, the difference between two successive scores on the NCE scale has the same meaning throughout the scale. The normal curve is represented on a scale of 1 through 99, with a mean of 50 and a standard deviation of approximately 21.

## **Performance Level**

A score that measures a student's current acquired knowledge and skills in a particular content area (e.g., writing, reading, mathematics, or science).

**Scale Score**

Scale scores provide a standard range for reporting assessment results that permit direct comparisons of results from one administration to another. Scale scores are reported as three-digit integers for the AIMS assessment.

**Selected-Response Item**

A question or incomplete statement that is followed by answer choices, one of which is the correct or best answer. Also referred to as a Multiple-Choice Item.

**Six-Trait Analytical Writing Rubric**

A rubric that identifies and evaluates six traits, or characteristics, of effective writing on a six-point scale, with 6 as the highest score and 1 as the lowest. Student work produced for the AIMS DPA extended-response writing prompt is scored using this rubric.

**Standard**

Writing, Reading, Mathematics, and Science are the standards being assessed. Each content standard can be broken down into three levels:

Strand—an identified subset of a content area

Concept—a broad statement or description of the knowledge and skills in a particular content area

Performance Objective—a measurable statement of desired knowledge and skills presented as a goal for student attainment

**Standardized Test**

A test administered in accordance with explicit directions for uniform administration.



## Arizona AIMS DPA Spring 2009 Administration Additional Scoring Services Order Form

- 1) Customer Information.** All reports for the schools and the district are shipped to the "Ship To" address. Complete the "Bill To" field if the information is different from the "Ship To" information.

District Name:		District Number:	
<b>Ship To:</b>		<b>Bill To:</b>	
Name:	Title:	Name:	Title:
Address:		Address:	
City:		City:	
Phone:	Fax:	Phone:	Fax:
Purchase Order # (required):	Purchase Order Amount:	Authorized Signature (required):	

- 2) Additional Report Services.** Additional reports are available after all contracted reports have been delivered. To order, complete the appropriate box(es) below. There is a \$140.00 setup fee associated with each report selected.

Additional Reports					
	Report Description	Content	Number of Students	Price per Student	Total
<input type="checkbox"/>	Student Report—group (1 copy)			\$1.47	
<input type="checkbox"/>	Student Report—school (1 copy)			\$1.47	
<input type="checkbox"/>	Student Longitudinal Report—school (1 copy)			\$1.75	
<input type="checkbox"/>	Confidential Roster Report Detail —group (1 copy)			\$0.80	
<input type="checkbox"/>	Roster Report Summary—group (1 copy)			\$0.80	
<input type="checkbox"/>	Confidential Roster Report Detail—school (1 copy)			\$0.80	
<input type="checkbox"/>	Roster Report Summary—school (1 copy)			\$0.80	
<input type="checkbox"/>	Confidential Roster Report Detail—district (1 copy)			\$0.80	
<input type="checkbox"/>	Roster Report Summary—district (1 copy)			\$0.80	
<input type="checkbox"/>	Confidential Concept Proficiency Performance Report—group (1 copy)			\$1.42	
<input type="checkbox"/>	Confidential Concept Performance Report—school (1 copy)			\$1.42	
<input type="checkbox"/>	Summary Concept Performance Report—school (1 copy)			\$1.42	
<input type="checkbox"/>	Summary Concept Performance Report—district (1 copy)			\$1.42	
<input type="checkbox"/>	NRT Summary—school (1 copy)			\$1.10	
<input type="checkbox"/>	NRT Summary—district (1 copy)			\$1.10	
<input type="checkbox"/>	Demographic Report—school (1 copy)			\$0.85	
<input type="checkbox"/>	Demographic Report—district (1 copy)			\$0.85	
<input type="checkbox"/>	Summary Report—school (1 copy)			\$1.10	
<input type="checkbox"/>	Summary Report—district (1 copy)			\$1.10	
<input type="checkbox"/>	Student Data File — group (1 copy on CD)			N/A	
<b>Setup fees</b>					
<b>Subtotal</b>					
<b>Shipping &amp; Handling (calculate as 8% of Subtotal)</b>					
<b>Total (add Subtotal &amp; S/H together)</b>					
<p><b>NOTE:</b> Prices indicated above are per student and are valid through October 1, 2009. If you are unsure of the number of students, contact the Arizona Help Desk at 888-630-9145.</p>					

**3) Place Order.** To place an order, fax this completed form to 800-428-2668, or mail to

CTB/McGraw-Hill  
6901 North Michigan Road  
Indianapolis, IN 46268  
Attn: AIMS Custom Scoring Team

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**For assistance, please contact the Arizona Help Desk at 888-630-9145.**

**4) Reference.** Report packages generated as part of the Arizona AIMS DPA contract:

***School Summary Package 1***

Summary Concept Performance Report–school (1 copy)  
Demographic Report–school (1 copy)  
NRT Summary Report–school (1 copy)  
Confidential Roster Report Detail–school (1 copy)  
Roster Report Summary–school (1 copy)  
Confidential Roster Report Detail–group (2 copies)  
Roster Report Summary–group (2 copies)  
Confidential Concept Performance Report–school (1 copy)  
Confidential Concept Performance Report–group (1 copy)

***School Summary Package 2***

Summary Report–school (1 copy)

***School Student Package 1***

Student Report–school (1 copy)  
Student Longitudinal Report–school (1 copy)

***School Student Package 2***

Student Report–school (1 copy)  
Student Longitudinal Report–school (1 copy)

***District Package 1***

Summary Concept Performance Report–district (2 copies)  
Summary Concept Performance Report–school (2 copies)  
Demographic Report–district (2 copies)  
Demographic Report–school (1 copy)  
NRT Summary–district (2 copies)  
NRT Summary–school (1 copy)  
Confidential Roster Report Detail–school (1 copy)  
Roster Report Summary–school (1 copy)

***District Package 2***

Summary Report–district (2 copies)  
Summary Report–school (1 copy)  
Student Data File–group (1 copy on CD)

**CTB/McGraw-Hill**  
20 Ryan Ranch Road  
Monterey, California 93940-5703  
[www.ctb.com](http://www.ctb.com)

